

Central Carolina Technical College

2001 Institutional Effectiveness Summary Report

Reporting Cycle

The institutional effectiveness process at Central Carolina Technical College ensures that major assessment results are used for the improvement of College programs and services. As part of the institution's comprehensive plan of action, each functional unit develops an annual plan of action that demonstrates the College's effectiveness in achieving its mission and goals. Incorporated into these plans are six institutional effectiveness components, depicted in the following table, that are reported to the South Carolina Commission on Higher Education on a cyclical basis.

COMPONENT	STATUS	
1. General Education	Report in 2003; 2007 (Progress Report Included)	(4-yr cycle)
2. Majors/Concentrations	REPORT INCLUDED THIS YEAR *	(Annual cycle)
3. Academic Advising	Report in 2004; 2008 (Progress Report Included)	(4-yr cycle)
4. Achievement of Students Transferring from Two-to Four-Year Institutions	Report in 2002; 2005 (Progress Report Included)	(3-yr cycle)
5. Procedures for Student Development	Report in 2002; 2006 (Progress Report Included)	(4-yr cycle)
6. Library Resources	REPORT INCLUDED THIS YEAR **	(4-yr cycle)

1. General Education

Central Carolina Technical College requires that all students in associate degree programs successfully complete a minimum of 15 semester hours of general education core course work in the following areas:

- Humanities/Fine Arts
- Social/Behavioral Sciences
- Natural Sciences/Mathematics
- Oral Communication
- Written Communication

Methods of Assessment

Clearly defined objectives have been established in all general education courses to determine student achievement. Student learning is continuously assessed through a systematic process of instructional delivery.

Review of Findings

The success rate of all students enrolled in general education courses for Summer 1999, Fall 2000 and Spring 2001 was 84 percent, as compared to an 87 percent success rate of students in all courses for that same period. General education faculty members worked with faculty in the technical programs to ensure that appropriate competencies were established for the general education courses.

Use of the Results for Improvement

Extensive revision in curricula occurred within the general education courses during the 2000-01 academic year with emphasis on mathematics, English and remedial courses.

2. Majors/Concentrations *

At Central Carolina Technical College a program major is defined as the orderly, identifiable sequence of courses leading to a degree, with a minimum of 16 semester hours of instruction in one or more related fields of study, which provides students with specialized knowledge and skills. Central Carolina currently offers 16 majors in ten (10) associate degree programs.

The College maintains excellence in the majors by employing an annual program evaluation process. In the assessment of each major, data is gathered and analyzed by the appropriate department and the Academic Management Team, the College's curriculum review committee. Local findings are compared to the South Carolina Technical College System (SCTCS) standards and the extent to which these standards have been met is determined. An annual evaluation report is then prepared for each major and is submitted to the SCTCS, which determines the standing of each program major.

In addition, the College conducts a cyclical curriculum/program review process. The process includes extensive evaluation, which includes using feedback from students, graduates, alumni, business, industry, faculty and a complete review of the curriculum to make improvements to the program. Each academic program is reviewed at least

every five years. The following table outlines the five-year academic program review cycle at Central Carolina:

CENTRAL CAROLINA TECHNICAL COLLEGE PROGRAM REVIEW CYCLE				
2000-01	2001-02	2002-03	2003-04	2004-05
Associate Degrees	Associate Degrees	Associate Degrees	Associate Degrees	Associate Degrees
Civil Engineering Tech	Accounting	Computer Technology	Associate Degree Nursing	General Technology
Electronics Tech	Criminal Justice Tech		Associate in Arts	Natural Resources Man
Management	Engineering Graphics Tech		Associate in Science	
Marketing	Environmental Eng Tech			
	Legal Assistant/Paralegal			
	Office Systems Tech			
Diplomas	Diplomas	Diplomas	Diplomas	Diploma
Automotive Mechanic	Automated Office	Machine Tool	Surgical Technology	
Early Childhood Dev	Engineering Graphics		Nursing (PN)	
Surgical Technology				
Certificates	Certificates	Certificates	Certificates	Certificates
Auto Heating and AC	Basic CAD	Advanced Tool Making	Basic Air Cond and Heating	General Studies
Automotive Repair	Corrections/Security	Allied Health Prep		Industrial Maint Workforce I
Early Childhood Dev	Drafting with Computers	Computer Specialist		Industrial Maintenance
Electro-Mech Workforce	General Business	Health Science Prep		Medical Assistant
Emergency Admin and Man	Information Processing	Internetworking (Cisco)		
Engine Repair	Laboratory Technician	Machine Tool Operator		
Ind Electricity/Electronics	Pre-Dental Hygiene	Microcom User Specialist		
Pre-Oc/Pre-Phy Therapy Asst	Pre-Pharmacy Technician	Welding		
	Private Investigator			
	Wastewater Treatment			

Methods of Assessment

The College conducted an annual evaluation of each of its approved majors in associate degree, diploma and certificate programs using defined standards set forth by the South Carolina Technical College System (SCTCS). In addition, a more extensive review of 16 programs (see above) was conducted, which culminated in the development of program nine review reports. Also, extensive self-studies of two programs were conducted in preparation for the Fall 2001 program re-accreditation committee visits to be conducted by the ABET and ABA.

Assessment methods included: extensive reviews of enrollment, retention, graduation, transferability, placement, and licensure pass rate data; review of feedback from graduate surveys, program employer surveys and advisory committees; intensive review of instructional resources, equipment and facilities; personnel requirements; review of similar external program majors; trend data; evaluation and validation of curriculum content; and the use of SWOT (Strengths, Weakness, Opportunities, and Threats) information.

Review of Findings

Findings including those of program strengths; limitations; and improvements made or planned in curriculum content, instructional methodology, recruitment/marketing strategies, support materials and services, personnel training/professional development activities, instructional resources, equipment, and staffing were identified

in each program major reviewed. Use of results specific to the assessment findings in each program are delineated in the following section.

Use of the Results for Improvement

Civil Engineering Technology - Completion of the ABET Self-Study provided an opportunity to review the College's Civil Engineering Technology program. As a result of the College's self-study process and the program review findings, the following strengths of the program were found:

Strengths

- Significant job openings for graduates of the Civil Engineering Technology Program with very attractive earning potential
- High placement rate among CET graduates
- Curriculum content has been reviewed and revised to reflect relevant and appropriate competencies for graduates of the program
- Strong administration and leadership support for the CET program and its role in the comprehensive course offerings at the college
- Extensive marketing initiatives employed to promote the program and the job opportunities in the profession
- Diversity of faculty offers varied and valuable experience for students
- Faculty members dedicated to the success of the students and the development of a comprehensive and appropriate curriculum
- Variety of comprehensive services offered to enhance student success
- Facilities offer an environment conducive to both learning and technology
- ABET accreditation

The following limitations were identified and corrective actions have been implemented as follows:

Limitations	Planned Corrective Action
Low Enrollment	Increased recruiting in area high schools; marketing of programs through a variety of media; and promotion in existing businesses for students; development of networks of guidance counselors and high school faculty members
Under-preparation of Entering Students	Recruitment of students who have completed the necessary course work to be successful in the Civil Engineering Technology program
Number of Library Holdings and Resources	Work collaboratively with Library personnel to increase Library holdings and include appropriate activities in course syllabi to require use of holdings and resources
Use of Technology in Curriculum	Increase the use of technology within all courses and develop a plan for coordinating this between courses within the department to ensure that student competency is adequate
Faculty Credentials	One faculty member will successfully complete the P. E. examination during the 2001-02 academic year.

Electronics Technology Associate Degree Industrial Electricity/Electronics Technology Certificate

Electro-Mechanical Workforce Certificate - Completion of the program review process provided an opportunity to review the Electronics Technology Associate Degree program, as well as the Industrial Electricity/Electronics Technology and Electro-Mechanical Workforce certificate programs. As a result of the College's program review findings, the following limitations were found and improvements were implemented:

Limitations

- Outdated equipment
- Need for repairs in lab facilities
- Privacy problem with location of faculty offices inside classrooms
- Only one full-time faculty member

Improvements

- New equipment was purchased and employed in the programs
- Facilities were refurbished
- New departmental leadership was instituted
- New, more relevant curriculum developed and existing curriculum updated, which includes a computer applications specialty track
- Out-of-tolerance parts and equipment were deleted.
- Search for an additional full-time faculty member is underway

The programs have room for growth with the implementation of new and improved curriculum offerings and improved facilities. A need for industrial electricity and electronic technicians has been identified by area business and industrial representatives. It is anticipated that the appeal of a new computer specialty option implemented, with new marketing strategies enacted, larger numbers of students will result in increases in enrollment.

Management Associate Degree - Determinations resulting from the Management Associate Degree program review gave rise to identification of limitations, improvements, and implementation of opportunities for improvement.

Strengths

- Curriculum providing knowledge in a wide variety of business topics
- Courses available at off-campus locations
- Hands-on instructional approach
- Curriculum affording students with preparation for responsible positions in the field of management
- Strong placement rate for graduates
- Contributions of program to students' professional growth

Limitations

- Faculty need to develop networks with business, industry, and area high schools
- Faculty need to develop improved and additional classroom materials
- Limited options for students to specialize in selected areas of interest

Improvements

- Some curriculum improvements implemented to ensure currency and viability
- Increased sources of information to determine the most appropriate direction for program, such as peer reviews, local business community contacts, and advisory committee input
- Increased emphasis in computer applications, business communications

Marketing Associate Degree - Determinations resulting from the Management Associate Degree program review gave rise to identification of limitations, strengths and improvements, and implementation of opportunities for improvement.

Strengths

- Faculty with over twenty years of corporate and educational experience
- Curriculum that offers cross-functional courses that meet the diverse needs of consumers, industry and students
- Instructional processes integrating use of a wide variety of software applications

Limitations

- Curriculum offers limited appeal to students in comparison with other more high-profile programs
- Faculty need to develop networks with business, industry, area high schools
- Lack of enrollment growth in the past three years

Improvements

- Curriculum revisions implemented that reflect stronger emphasis on software applications, communication, and customer service
- Increased interaction with business, industry and area high schools
- Implementation of curriculum with greater emphasis on computer applications and communication skills

Automotive Diploma and Certificates - Results of the review of the Automotive Mechanic Diploma program along with the certificate programs in Auto Heating and AC, Automotive Repair and Engine Repair yielded the following determinations:

Strengths

- Validation of curricula in the automotive programs revealed the responsiveness of the curricular content in meeting the needs of the automotive repair industry in the local area
- Continued need for trained automotive technicians resulted from local market survey

Limitations

- Continued need for trained automotive technicians resulted from local market survey
- Low enrollments in programs appear to stem partially from inadequate career counseling in several of the area career centers

Improvements

- Department will develop strategies to improve the image and positive public awareness of the automotive profession
- Plans developed to identify and acquire updated training materials and equipment to meet continuous standard in the industry

Emergency Administration Management Certificate - Results of the review of the new Emergency Administration Management Certificate program, the first of its kind in the state of South Carolina, yielded the following determinations:

Strengths

- All curriculum content is offered entirely by distance education; therefore, only infrastructure and instructional equipment/facilities are required
- Adequate online resources are provided
- Career field is becoming more visible due to media attention to recent natural and technological disasters

Limitations

- Low enrollment in the program is a serious weakness

Improvements

- Department plans active marketing of the program in high schools and at South Carolina Emergency Management and State Hurricane Conferences
- Faculty to update knowledge of continuous changes in local, state, and federal emergency management policies and practices

The viability of this program rests with intensive marketing and recruitment. Plans will be made to inform employers of emergency managers of the program and gain their commitment to institute the successful completion of this certificate program as a prerequisite for employment and promotion with the field of emergency administration management.

Early Childhood Development Diploma

Early Childhood Development Certificate - Determinations resulting from the program review of the Early Childhood Development diploma and certificate programs gave rise to the identification of its limitations, strengths and improvements, and the implementation of opportunities for improvement.

Review of Findings

- Considerable growth in enrollment in the diploma and certificate programs in the past three years
- Increased federal and state interest in quality childcare training

Strengths

- Faculty members with expertise, ability and experience to deliver expanded childcare program
- Curriculum and instructional methodology focused on practical experience, as well as a theoretical educational basis
- Emphasis on diversity in programs for young children
- Potential for viable enrollment and graduation rates in an associate degree program that meets new federal and state mandates

Limitations

- Lack of lab component to provide hands-on experience with special needs children in preschool and child care settings
- Absence of an associate degree program offered to provide training and education to address specifically employment needs in the college's service area
- Need for additional instructional materials

Improvements

- Extensive curriculum revisions and courses added
- Lab component added to ECD107-exceptional children to provide actual hand-on experience with special needs children in preschool and child care settings
- Restructured ECD101-Introduction To Early Childhood to meet the requirements for the T.E.A.C.H. South Carolina program administered by the Office Of First Steps
- The Associate Degree In Early Care Education implemented to provide and education to address specifically employment needs in the college's service area
- Process begun to hire one additional full-time faculty member in the Early Childhood program
- Additional instructional materials supplied by the Office Of First Steps
- Plan developed to provide additional instructional materials at multiple teaching sites using grant funds

Surgical Technology Diploma - Determinations resulting from the Surgical Technology diploma program review revealed the identification of its strengths and limitations, and the implementation of opportunities for improvement.

Strengths

- Enrollment is at capacity and remains strong and stable
- Excellent graduate satisfaction rates
- Health Science Student Supplemental Handbook distributed to new enrollees and reviewed extensively in first SUR course enhances orientation
- Program accredited by liaison council on certification for the surgical technologist (LCCST) for five years
- Graduate placement rate of 100 percent for past three years

Limitations

- Enrollment presently capped due to lack of considerable availability of clinical placement opportunities
- AHS 125 only minimally prepares students in basic microbiology
- Employer satisfaction surveys identified need to strengthen students' preparation in graduate professionalism and attitude-specifically with regard to teamwork-, response to constructive corrections and the ability to problem-solve

Improvements

- Program Manager received credentials of Certified Nurse: Operating Room (CNOR)
- Relationships established between Program Manager with area health care providers have facilitated strong and productive linkages
- Employer satisfaction survey, with identification of specific core competencies, implemented in AY 99-00
- Extensive revisions in curriculum occurred, including the strengthening of surgical theory and clinical concepts and the introduction of a new course, BIO 115 Basic Microbiology, implemented to introduce basic microbiology concepts
- Plan developed to include visits to clinical placement sites to identify methods to strengthen clinical experiences for students and to ensure the maximum preparation of core concepts as identified in the Core Curriculum for Surgical Technologists

Pre-Occupational/Pre-Physical Therapy Assistant Certificate - Review of the Pre-Occupational/Pre-Physical Therapy Assistant Certificate program yielded the following determinations:

Strengths

- Transferable general education curriculum offered to student's choice of several institutions located in three different geographic areas of South Carolina

Limitations

- Incomplete program advising and tracking data
- Lack of program-specific satisfaction surveys

Improvements

- Initiation and maintenance of a tracking system for students to ensure that graduation applications are completed for eligible students
- College-wide initiation of SIS OnCourse in 2000-01

Legal Assistant/Paralegal Associate Degree - Completion of the ABA Self-Study provided an opportunity to review the College's Legal Assistant/Paralegal Associate Degree program. As a result of the College's self-study process and the program review findings, the

following strengths and limitations as well as opportunities for improvement, of the program were determined:

Strengths

- Small class sizes
- Curriculum updated to include more office management and accounting skills
- All texts and syllabi updated
- Diverse student population
- Ethics and computer skills emphasized in program
- Excellent library resources

Limitations

- Limited evening classes
- Decrease in enrollment and graduates
- Only one full-time instructor
- Need for generating additional graduate and employer satisfaction data to enhance continuous updating of program and curriculum
- Utilization and perception paralegal profession in smaller cities

Improvements

- Textbooks reviewed and revised
- Content of computer courses revised
- Additional emphasis on personal and professional ethics
- Additional emphasis on writing and communication skills
- Consideration underway to include a component of title search in real estate courses
- Considerations underway to implement innovative ways to teach and deliver legal bibliography
- Consideration underway for including more computer applications, including presentations with computer software
- Plans to review ways to promote the paralegal profession in College service area to improve salaries

During AY 2000-01, all College Policy Directives relative to student advisement were systematically reviewed and revised in accordance with Directive 1.01.

3. Academic Advising

Summary of Progress:

Quality academic advising continues to be a critical aspect of the professional assignment of faculty members at Central Carolina. Each student enrolled in credit programs (associate degree, diploma, or certificate) is assigned to a specific academic advisor, a faculty member who also teaches in the division or department. Students enrolling in the Career Development classification (non-degree seeking) are advised by College counselors trained in conducting academic advisement. Advisors provide a variety of support and assistance to help students reach their educational goals, including: course selection and registration, educational planning, information about campus support services, explanation of prerequisite and graduation requirements, and preparation for transfer or successful job placement. At the conclusion of each registration cycle, a report is generated for each academic advisor indicating who advised each student at the College, a procedure that has greatly improved the identification of faculty advisors, the accurate assignment of advisees, and the tracking of advisement functions.

Advisement is also evaluated each semester through a Registration and Advisement Critique session during which faculty and staff at the College identify areas of strengths and weaknesses of the previous registration cycle. During the 2000-01 academic year, students were also encouraged to participate in this activity. Session feedback is recorded, distributed to appropriate persons for improvement, and reviewed prior to the next registration cycle. Notable improvements have resulted as the process has continued from semester to semester.

The Admissions and Counseling Services area has been reorganized to address quality specifically the initial intake career counseling services. Professional staff and the faculty members developed a collaborative relationship in which quality student advisement is the focus. Student Services staff members provide a training workshop for all faculty members each semester to provide an update regarding new and revised procedures. Resource materials are developed and distributed during this workshop for reference.

The College's online registration through Campus Pipeline has grown in popularity with students, and the College has identified methods for improving the accuracy of services to students, which included the loading of all course prerequisites loaded into the new database system.

Another online advisement tool to become available during the 2000-01 academic year was implementation of "OnCourse," a technology tool that allows faculty members to assess the status of a student's program completion automatically and instantaneously.

During AY 2000-01, all College Policy Directives relative to student advisement were systematically reviewed and revised in accordance with Directive 1.01.

4. Achievement of Students Transferring from Two-to Four-Year Institutions

Summary of Progress

Affording all citizens in the College's four-county service area access to a baccalaureate degree is the primary purpose of the university transfer programs at Central Carolina. Besides adhering to the criteria stipulated in the CHE "Policy and Procedures for Transferability of Credits" document, the College also maintains articulation agreements with a number of in-state private colleges and universities.

For example, the College has entered into a concurrent enrollment agreement with Coker College, entitled "Concurrent Articulated Offering Between Central Carolina Technical College and Coker College," which enables Central Carolina students, at the completion of an Associate in Arts degree, to have completed the first two years of the Bachelor of Education degree at Coker. Approximately 42 students are concurrently enrolled in the program at this time.

A summary of the major findings and use of results of the assessment of transfer students' achievements at public senior institutions follows.

Methods of Assessment

The methods of assessment included surveys, State migration data and internal reviews.

Review of Findings

Based on AY 2000-01 data supplied by CHE, Central Carolina students have successfully transferred to 19 South Carolina institutions of higher education. The largest number of these students transferred to USC Columbia and Clemson.

Also, according to an internal tracking report, of 71 transfer students who graduated from Central Carolina between December 2000 and May 2001, 54 percent indicated they were transferring to public senior institutions, 15 percent indicated they were transferring to public two-year institutions, 1 percent indicated they were headed for private senior colleges, and 30 percent had not yet applied to any other college upon graduation. The senior institutions to which students were bound included: St. Leo University; University of South Carolina; University of Iowa; Morris College; Winthrop University; California State University-Bakersfield; Coker College; Francis Marion University; University of North Carolina; and Clemson.

Use of the Results for Improvement

The arts and sciences department chairs have maintained updated listings of transfer courses required for each University of South Carolina and Clemson University major.

The College will implement web-links to South Carolina public senior institutions and list course transfer equivalencies.

With the advent of OnCourse, the Office of Student Records will establish a more effective transfer tracking system.

5. Procedures for Student Development

Summary of Progress:

The number of active student organizations at Central Carolina Technical College has grown to 11, with 20 faculty and/or staff members serving as advisors. The College has incorporated student development activities into its Perkins funding for greater services and accessibility to students. Training sessions for faculty advisors have been held to improve services rendered by the advisors of student organizations.

In addition to participation in student organizations, students were also included in a limited number of College professional development activities. For example, all work-study students are required to attend an orientation session for professional development. Participant evaluations of the extremely successful activity indicate a high level of satisfaction.

The College's online registration through Campus Pipeline has grown in popularity with students, and the College has identified methods for improving the accuracy of services to students, which included the loading of all course prerequisites loaded into the new database system.

The following strategies have been implemented to improve student satisfaction with the availability of their advisors: all advisors' schedules of availability have been placed in the College's intranet through Campus Pipeline, and specific information about registration and advisor availability have been published in OnCourse.

A new career center was established during the 2000-01 academic year. Managed by Admissions and Counseling Services, the center allows for more accurate assessment of students' career goals upon initial entry into the College.

During AY 2000-01, all College Policy Directives relative to student development services were systematically reviewed and revised in accordance with Directive 1.01.

6. Library Resources **

Students have access to the following collections held by the Central Carolina Library: 20,656 books; 21,933 microform units; 1,317 audiovisual materials; 14 electronic titles; 245 serial; and three (3) electronic subscriptions. To assist students with access to these materials, the following services and resources are provided by the Library staff: Circulation services, including two-week and two-day checkouts; ready reference assistance; electronic databases through DISCUS, South Carolina's Virtual Library; two-day checkout of videotapes; eight newspaper subscriptions; maps; audio-books; bibliographic instruction/library tours; Pathfinder publications; and computers with Internet access. In addition, Interlibrary Loan is available from several sources including the South Carolina State Library and OCLC member libraries.

The Learning Resource Center, the combination of computer valley and library, houses 38 computers for student use in research. The additions of an e-book collection providing access to full textbooks, many from university presses, and the expansion of ProQuest to include a nursing journal database have enhanced the availability of on-line resources to students.

Methods of Assessment

Assessment of the quality and utilization of library resources and services occurs on a regular basis. The College assesses the usage of library materials in three primary ways: attendance, circulation figures, and responses to reference questions. To assess the quality of the library's services, feedback from two College-wide focus groups are employed. In addition, an annual survey of faculty and students is conducted to determine user satisfaction and areas needing improvement. The library staff compiles statistics relative the findings of these various indicators.

Review of Findings

On the whole, results of the various library surveys administered to faculty, staff and students were very positive, with most respondents indicating an overall high level of satisfaction with resources and services. However, consistent comments by the faculty voiced concern regarding the need for an on-line catalog. Also, Early Childhood majors requested additional books in their major.

The Library Resources Committee is a long-standing committee at the College, consists of members from each academic area. The purpose of this committee is to strengthen the quality of library collections by assessing each member's curriculum area and recommending new purchases and removal of outdated materials. The need for a separate, cross-sectional group with the purpose of increasing the use of library services was identified, however.

Use of the Results for Improvement

Analyses of the results of annual surveys of faculty and students conducted to determine user satisfaction and areas needing improvement have resulted in a number of improvements. A study of the need to support the Early Childhood program validated the need for additional books, which were consequently selected and purchased. Specific to faculty survey results, a plan of action to locate and

correct problems in the circulating collection has been completed and a plan to locate and correct problems in the reference and video collection is being implemented.

Three years of annual assessment pinpointed the lack of a library automation system as a major deficiency. The results of these findings, used as a part of the College's Annual Planning and Evaluation Process, culminated in the acquisition of an online catalog and automated circulations as part of the SCILS Consortium. The library went on-line in January 2000.

A Library Focus Group was instituted as a cross-sectional standing committee whose purpose is to increase the use of the library among faculty and students. From this group, a number of successful activities have resulted.

During fall semester 2000, the library hosted a children's art exhibit. Various items of art were created by the children of faculty, staff, students, and friends of the College and displayed in the library to encourage all of these groups to visit the facility.

During National Poetry Month, the Focus Group arranged for discount cards from Walden Books for Library patrons.

In addition, the LRC became the focal point of the "Lion and Lamb" activity sponsored by the Focus Group, the Early Childhood Department and the Humanities departments at the College. The Library Focus group collected donations of children's books. Central Carolina students enrolled in the Early Childhood program worked with young children from selected schools in the College's service area to enhance their enjoyment of reading. Special guests included a children's author, a storyteller, and a musician. Each child participating received one of the donated books and refreshments.

In January 2001, the Focus Group worked with the College's Professional Development Committee to secure staff development credit for over 30 faculty and staff members to attend a kick-off "e-vent" introducing the e-book collection. A second "e-vent" was held to promote e-book awareness among students.

CENTRAL CAROLINA

Programs

Eligible for Accreditation Programs Accredited

2001

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/are a added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected (if known)	
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering Technology (ENGT) – Associateand baccalaureate degree programs inengineering technology	X	X				
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	<i>An institution may be accredited by the ACBSP or the AACSB</i>					
Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Medical Assistant (MA)	X	X				
Surgical Technologist (ST)	X	X				
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				

Total

 6 6

This information to be used as a base for performance indicator 3D

CENTRAL CAROLINA

Results of Professional Examinations

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2000 through March 31, 2001**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided.

Name of Exam	Date(s) Administered	# of Examinees	# of 1st Time Examinees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
Certified Medical Assistant Exam	April 1, 2000 – March 31, 2001	10	10	7	70%
National Council Licensure Exam (NCLEX) – Practical Nurse	April 1, 2000 – March 31, 2001	14	14	14	100%
National Council Licensure Exam (NCLEX) - Registered Nurse	April 1, 2000 – March 31, 2001	32	32	31	96.8%
Surgical Technologist National Certifying Examination	April 1, 2000 – March 31, 2001	4	4	3	75%
CCTC PASS RATE	April 1, 2000 – March 31, 2001	60	60	55	91.67%

For Information on cctc IE Reporting, contact Anna T. Strange > strangeat@cctc.sum.tec.sc.us For
State IE Reporting, contact CHE > www.che400.state.sc.us